

**Council on Postsecondary Education  
Committee on Equal Opportunities  
March 25, 2013**

**Diversity Reporting:  
Ethnic and Racial Groups Represented in the  
Degree Program Eligibility Evaluation**

At the January 28, 2013, meeting, the Council on Postsecondary Education's Committee on Equal Opportunities discussed the various ethnic and racial groups represented in the annual Degree Program Eligibility Evaluation. At that time, several institutions asked to engage in further discussion with the CEO regarding the reporting of Asians in the annual statutory evaluation of progress. The focus is that while institutions were given an opportunity to include Asians as a group in their diversity plan, there is no provision to include the group in the statutory evaluation. Some of the institutional plans include Asians, while others do not.

Several institutions propose that the CPE adopt a policy position that gives credit for Asians in the statutory evaluation toward meeting the requirement for progress on a student or workforce goal using a "diversity-as-a-plus" approach. Whereby, an institution would receive credit for groups outside the four ethnic/racial categories currently calculated by CPE. Presently, and in the 2012 evaluation, the diversity-as-a plus approach was used to provide credit to student body diversity or workforce diversity identified as "two or more races." The policy concern that requires a resolution prior to the next statutory evaluation is: "For purposes of the statutory evaluation, reclassify Asians as an underrepresented category of students and workforce and count them in the Degree Program Eligibility assessment results for all institutions."

The 2010 U.S. Census created a new designation for ethnic/racial groups that resulted in IPEDS implementing the new designation. The ethnic/racial groups highlighted in the U.S. Census and Integrated Postsecondary Education Data System include:

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Asian (residents of the U.S.)

The Degree Program Eligibility assessment is completed annually through the implementation of the requirements of the Kentucky Administrative Regulation 13 KAR 2:060.

The evaluation is intended to assist the CEO in addressing its responsibility to monitor institutional progress in implementing The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The duration of the diversity policy, as well as the campus-based diversity plans, were established for a period of five-years. Both the policy and the plans are scheduled to be revisited in 2015.

## **Background**

The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development was adopted by the CEO at its August 23, 2010, meeting and adopted by the CPE September 12, 2010. The statewide diversity policy highlights the components that each public institution was expected to include in the development of their campus-based diversity plan and offered guidance and direction to institutional administrators in the identification of student groups for the section titled, Student Body Diversity (Diversity Policy, page 3). The plans were to include a diverse makeup of students from the institutions' unique service areas (area of geographical responsibility).

Institutional administrators were asked to work collaboratively with members of their data/research staff to guide each campus in developing strategies in their campus diversity plan to assure that, over a reasonable period of time and within established constitutional parameters, the student body would reflect the diversity of the community served. Additionally, institutions were encouraged to utilize the affirmative action plan, developed per Title VI of the Civil Rights Act of 1964 (42 U.S.C.A.), Title VII of the Civil Rights Act of 1964 (42 U.S.C.A), or Executive Order 11246 (Part I: nondiscrimination in government) [superseded by EO 11748, 1968] to address the section titled Workforce Diversity (Diversity Policy, page 3).

In June 2011, the revised Kentucky Administrative Regulation, 13 KAR 2:060, that supports the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, was approved by the Legislative Research Commission.

## **Revised Kentucky Administrative Regulation (KAR)**

The Kentucky Administrative Regulation (KAR) provides accountability standards and metrics to assess progress and the requirements for an institution to obtain a waiver if the standards are not met. Following is a brief summary:

- An institution must develop and maintain an institution diversity plan.
- The KAR defines the process for goal setting, assessment of progress, and securing a temporary waiver.
- The KAR defines an institution diversity plan as a plan developed by an institution in conjunction with the CPE to achieve diversity in student enrollment and in the workforce and to eliminate gaps in retention and graduation rates.
- The KAR requires five areas of goal development: student body diversity, student success, achievement gaps, workforce diversity, and campus climate.
- The KAR defines the period of waiver eligibility as one year.

- The KAR defines the time frame for a waiver as one year.
- Each university will be assessed on eight areas of interest: (1) enrollment of undergraduate students, (2) enrollment of graduate students, (3) first year to second year retention, (4) second year to third year retention, (5) baccalaureate degrees, (6) employment of executive/administrative/managerial staff, (7) employment of faculty, and (8) employment of other professionals.
- Each community and technical college will be assessed on six areas of interest: (1) enrollment of undergraduate students, (2) first year to second year retention, (3) associate degrees and credentials, (4) employment of executive/administrative/managerial staff, (5) employment of faculty, and (6) employment of other professionals.

The KAR link: <http://www.lrc.ky.gov/kar/013/002/060.htm>

### **Degree Program Eligibility Evaluation**

The first evaluation of diversity planning, under the revised KAR, occurred in January 2012. Council staff conducted the evaluation, utilizing the four ethnic/racial groups highlighted in the U.S. Census and the new IPEDS designation. The four ethnic/racial groups were included in the majority of the institutional diversity plans, with the exception of several institutions that reported that they did not have significant representation in their service area and that select groups would be omitted from their plan. Institutional administrators selected students of diverse backgrounds to include in their plans, based upon their area of geographical responsibility/service area. Institutions were instructed to address at a minimum the following four ethnic/racial groups (and whites) highlighted in the U.S. Census and in IPEDS:

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

Six institutions included four groups in their diversity plan, based on their representation in their service area/area of geographical responsibility: African American/Black, Hispanic/Latino, Alaskan Native/Native American, and Native Hawaiian/Pacific Islander. KCTCS included three groups (Native Hawaiian/Pacific Islander was omitted). Several institutions selected to include only African American/Black and Hispanic/Latino because of their representation in their service area/area of geographical responsibility.

Institutions were encouraged to include special groups that are served by their institution (outside of the four ethnic/racial groups). They were instructed that those groups would not count in the statutory evaluation toward their diversity goals or in the Degree Program Eligibility evaluation. Several institutions included special groups in their plans, with the understanding that they would not be counted in the evaluation. Those groups include, but are not limited to:

- Students from Low Socioeconomic Backgrounds
- Asian
- Disabled Students
- LGBT
- Veterans

One institution selected to include Asian, all minorities, and women in their plan evaluation of workforce diversity. Another institution included Asian in their workforce because of their representation in their service area/area of geographical responsibility. Six institutions elected to include Asian in their plan of the student body, the workforce, or both (see attachment). One institution included whites in their plan.

Several institutions discussed the possibility of receiving credit for the Asian group during the 2014 Degree Program Eligibility Evaluation. Other institutions indicated that they do not wish to be held accountable for the Asian population in their 2010-2015 plans but may discuss revisions to their plans with their institutional leadership in the development of the 2015-2020 diversity plans.

Institutional EEO representatives will be available at the March 25 meeting to discuss the ethnic/racial groups included in their institutional diversity plans and their use in the 2014 Degree Program Eligibility evaluation.